



Policy and Procedure on Remote Learning

Cambian Bletchley Park School

Policy Author / Reviewer	Karen Truman / Updated for KCSIE 2026 Compliance
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Contents

1. Monitoring and Review of Policy
2. Terminology
3. Legal Status
4. Policy & Purpose
5. Education Offer

6. Reduced Timetables
7. Reintegration
8. Blended and Remote Learning
9. Process, Monitoring and Reviewing
10. Recording Codes for Reintegration Period
11. Appeals
12. Relevant Documents

1. Monitoring and Review

The Proprietor will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged. This will occur annually or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require.

The local content of this document will be subject to continuous monitoring, refinement, and audit by the Head of Service.

Signed:



Laura Sharman, Head Teacher (Date: October 2026)



Andrew Sutherland, Representative of the Proprietor, Cambian Group (Date: October 2026)

2. Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

- **'Establishment' or 'Location':** This is a generic term which means the Children's Home/school/college. Cambian Bletchley Park School is an independent special school.
- **Individual:** Means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Bletchley Park School, we have young adults attending between the ages of 7–19.
- **Service Head / Head of Service:** This is the senior person with overall responsibility for the Location. At Cambian Bletchley Park School, this is the Head Teacher, Mrs Laura Sharman.

- **Key Worker:** Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
- **Parent, Carer, Guardian:** Means a parent or person with Parental Responsibility.
- **Regulatory Authority:** The independent regulatory body responsible for inspecting and regulating services. At Cambian Bletchley Park School, this is Ofsted.
- **Social Worker:** This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
- **Placing Authority:** The local authority/agency responsible for placing the child or commissioning the service.
- **Staff:** Means full or part-time employees of CareTech/Cambian, agency workers, bank workers, contract workers, and volunteers.

3. Legal Status

This policy has been written in line with the following legislation and statutory guidance:

- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026 (incorporating the Family Help Model)
- Working Together to Improve School Attendance (Statutory Guidance)

Applies to:

The whole Location, out-of-school care, and all other activities provided by the Location, inclusive of those both outside and within normal Education hours;

All staff (teaching and support staff), students on placement, the proprietor, and volunteers working in the Location.

Availability:

This policy is made available to parents, carers, staff, and pupils via the Cambian Bletchley Park School website. A physical copy may be obtained from the Cambian Bletchley Park School Administration Office upon request.

4. Policy & Purpose

The purpose of the Remote Learning policy is to support the successful transition and safeguarding of pupils who are unable to attend school on-site for a range of reasons, including but not limited to:

- Fixed-term Exclusions
- Missing from Care or Home for a period longer than 3 days
- Long-term sickness (longer than 1 week)
- Persistent and/or unexplainable absences
- Serious incidents (with or without police involvement)
- Extreme aggression or threats of violence to staff or peers

- Bringing weapons into School

At Cambian Bletchley Park School, we believe it is a priority to support every child to secure their legal entitlement to full-time education. Any pupil on a remote learning or reduced timetable is recognized as a Child Missing Education (CME) or at risk of missing education.

In line with KCSIE 2026, the school acknowledges that unexplainable and/or persistent absences are a critical safeguarding indicator. Such absences are treated as potential markers of abuse, neglect, exploitation, or mental health crises rather than contextualized as basic truancy.

All reasons, chronologies of actions, and information regarding remote support are tracked rigorously in the student's Learner Support and Safeguarding File. School leaders will work proactively with local authority children's services and make immediate referrals to the Family Help multi-agency model when persistent absence flags an escalated safeguarding risk.

There is no statutory basis to establish a reduced timetable; however, in exceptional circumstances, Cambian Bletchley Park School may implement a short-term reduced timetable to remove barriers to education. In accordance with Working Together to Improve School Attendance, a reintegration timetable is a strictly short-term solution (up to four weeks) aimed at a safe, successful return to the school community.

5. The Education Offer

All education provided remotely must be suited to a child's age, ability, aptitude, and any special educational, emotional, or mental health needs.

While the assumption remains that pupils should receive an education consistent with their Key Stage, many of our learners have significant gaps in learning. Remote provisions will meet National Curriculum requirements while being tailored to the specific learning levels and targets set out in the student's Education, Health and Care Plan (EHCP) and internal school assessments.

The remote timetable will provide core subjects (English and Maths) alongside targeted activities designed to promote social-emotional skills, rebuild staff/peer relationships, or access alternative provisions. A key objective of this period is supporting the pupil to unpack and address the underlying barriers or anxieties that caused the absence.

6. Reduced Timetables

A timetable is considered reduced when it consists of less than the mandatory education hours for compulsory-aged students.

A reduced timetable is an exceptional tool to support reintegration. Its duration is determined by individual student needs, reviewed weekly by school leaders, and adjusted to scale up on-site attendance as soon as it is safe and viable to do so.

7. Reintegration

As part of a planned reintegration, where the learner is engaging in the program, the process is normally expected to last up to four weeks. It may extend to one half-term in exceptional circumstances.

If a child is unable to engage, or if their behavior demonstrates they cannot re-join the school community safely within one half-term, the process will be formally reviewed in partnership with the Placing Authority, Social Worker, and parents to evaluate alternative multi-agency interventions.

8. Blended and Remote Learning

Remote or blended learning will take place as a temporary protective or supportive measure following a major incident, a Serious Untoward Incident (SUI), or when teaching cannot safely occur in the standard format due to severe behavioral risks or persistent absence.

Delivery methods can be synchronous, asynchronous, or paper-based depending on student needs, and may include:

- Written and digital learning materials (e.g., structured tasks, resource links).
- Pre-recorded audio/visual teaching materials (e.g., narrated presentations).
- Live lessons delivered online via Teams with chat, audio, and video capability.
- Community-based learning sessions at safe, local, and risk-assessed public environments.
- Scheduled remote tutorials and check-ins with subject teachers for academic and pastoral support.

Important Notice: Note: All remote interactions must strictly adhere to the staff-student boundaries and digital safety rules outlined in our standalone Safeguarding & Blended Learning Policies.

9. Process, Monitoring and Reviewing

The Head Teacher retains overall operational oversight of all remote learning and reintegration pathways to guarantee student safety and educational continuity. A member of the Senior Leadership Team (SLT) will act as the dedicated point of contact for families and local authorities.

The 4-Stage Reintegration Process:

Stage 1: Multi-Agency Review & Risk Assessment - The Head Teacher and Regional Lead review the underlying reasons for remote learning, evaluating safeguarding impacts and updating the pupil's Risk Assessment. If an assigned social worker is involved (e.g., Child in Need or Child Protection Plan), they are consulted immediately.

Stage 1.5: Family Help Trigger - If absence is linked to wider family or contextual vulnerabilities, a referral to local Family Help services is initiated.

Stage 2: Structured Remote Support - A distance timetable is issued covering core academic targets. Teachers provide a minimum of one live 1:1 Teams session per day. Key teachers or pastoral staff schedule regular home visits to review engagement, check on well-being, and mitigate the risk of the child becoming isolated or missing from education.

Stage 3: Staggered Transition - The pupil begins a phased return utilizing a combination of home learning, community sessions, and partial on-site classes. Safe behaviors must be demonstrated consistently in low-stimulus environments before progressing to full class settings.

Stage 4: Successful Reintegration - The process is complete when the learner is securely on-site and consistently accessing their full-time educational offer.

Review Schedule:

The Head Teacher, alongside education staff and the Regional Lead, will review each active remote learning file bi-weekly. The Head Teacher can call an emergency early review at any time due to an incident, an escalation in safeguarding risk, or positive progress that allows for an accelerated return.

10. Recording Attendance Codes

Accurate register maintenance is a legal requirement and a critical safeguarding control. Registers must reflect whether the school or the parent is physically responsible for the child during any given session:

- **Code C (Leave of Absence):** Used for sessions in a mutually agreed reduced timetable where it has been decided the student will not attend school or alternative provision. During these hours, the learner is under the direct care of a parent/guardian and is not the operational responsibility of the school.
- **Code B (Off-site Educational Activity):** Used when the pupil is attending an educational activity, community session, or remote provision directly organized, staffed, or verified by the school. A comprehensive risk assessment must be in place and shared with the residential or home placement.
- **Code D (Dual Registered):** Used only if the pupil is concurrently registered at another school, college, or alternative transition placement.

11. Appeals

If a parent, guardian, or carer wishes to appeal a remote learning directive initiated by the school, they must submit their appeal in writing to the Regional Lead within one week of the process starting.

The Appeal will be formally reviewed, and a written determination issued within 10 school days. Potential outcomes include:

- An immediate, managed return to full-time on-site education.

- A confirmation that the Remote Learning/Reintegration structure is correct, proportionate, and required to continue under this policy.
- Directed amendments to the current reintegration plan or the implementation of an alternative educational pathway.

All matters relating to remote learning, exclusions, and absences are treated with the strictest confidentiality and shared only with professionals who have a statutory need to know.

12. Relevant Documents

- Safeguarding and Child Protection Policy (KCSIE 2026 Compliant)
- Blended Learning and Online Safety Policy
- School Attendance Policy
- Behaviour Support Policy
- Whistleblowing Policy

This is for informational purposes only. For medical advice or diagnosis, consult a professional. AI responses may include mistakes.